

Writing Guidance Document:
K-4 Overview
developed with
2014 Indiana Academic Standards



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DRAFT

RCS students will learn to express themselves through writing in all areas of the curriculum. They will be able to write well developed texts, with details, in multiple genres across the modes (Informative, Narrative, Persuasive) showing they understand their audience and the texts' intended purpose. In order to accomplish this goal writing will occur in many ways across the day and throughout the year.

TEST Writing

Throughout the year students will be taught test taking skills and will practice strategies used in test writing (see page 4)

Writing Across the Curriculum - Integrating Subjects

Writing will happen throughout the day in ALL content areas (see pages 5-6)

Quick Writes / Have a go / Now you try /

A versatile strategy used to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess student thinking. The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher. Quick writes should be used to check for understanding/application of a writing skill, technique, etc... as well as content knowledge.

Constructed Response

a written response to a question based on content, a text, multiple texts, etc...

http://writingfix.com/RICA/constructed_response.htm

Explicit Lessons focused on writing instruction (including language standards in the context of writing) connected to process writing.

	1st - 6 weeks	2nd - 6 weeks	3rd - 6 weeks	4th - 6 weeks	5th - 6 weeks	6th - 6 weeks
MODE	Narrative	Persuasive	Informative	Persuasive	Informative	Narrative

Understand what counts as "good writing." KNOW the rubric	
<p>Decode a prompt for all its facets. RUPR</p> <p>R Read the prompt once.</p> <p>U Underline the FAT-P (Format, Audience, Topic, and Purpose) in the prompt.</p> <p>P Plan your answer (web, list, graphic organizer).</p> <p>R Reread the prompt to make sure that you have answered all the parts. Am I on topic? Have I clearly followed the specific writing purpose? Revise if necessary</p>	<p>FAT-P is the equivalent of RAFT</p> <p>Role of the Writer: Who are you as the writer? A movie star? The President? A plant?</p> <p>Audience: To whom are you writing? A senator? Yourself? A company?</p> <p>Format: In what format are you writing? A diary entry? A newspaper? A love letter?</p> <p>Topic: What are you writing about?</p>
<p>Relate to a topic you know little about. <i>Circles of Knowledge</i></p> <p>Use your own personal experience</p> <p>Borrow details from a TV show, movie, book, video games, etc.</p> <p>Steal details from someone else's experience and make them your own shhh...Make it up!</p>	
Develop ideas and write longer. <i>Pump Up</i> (balloon) / <i>Super-size</i> (magic straw)	
Include beginnings and endings. <i>Yo-yo concept</i>	
<p>Constructed responses <i>Yes, MA'AM</i></p> <p>ME: Restate and answer in your own words</p> <p>AUTHOR: Evidence or proof from the text (author's words) to support your answer</p> <p>AUTHOR: Evidence or proof from the text (author's words) to support your answer</p> <p>ME: Concluding thought in your own words</p>	

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Writing should become a central focus of student work—regardless of which subjects we teach.

We should realize the fluidity of learning and connect learning across the day which moves away from compartmentalizing subjects.

[http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20\(Full\).pdf](http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20(Full).pdf)

<http://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0203-mar2011/CC0203Policy.pdf>

Reading

Writing Practices That Enhance Students' Reading

This report identifies a cluster of closely related instructional practices shown to be effective in improving students' reading. We have grouped these practices within three core recommendations, here listed in order of the strength of their supporting evidence.

I. HAVE STUDENTS WRITE ABOUT THE TEXTS THEY READ. Students' comprehension of science, social studies, math and language arts texts is improved when they write about what they read, specifically when they

- Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)
- Write Summaries of a Text
- Write Notes About a Text
- Answer Questions About a Text in Writing, or Create and Answer Written Questions About a Text

II. TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT.

Students' reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers

- Teach the Process of Writing, Text Structures for Writing, Paragraph or Sentence Construction Skills (Improves Reading Comprehension)
- Teach Spelling and Sentence Construction Skills (Improves Reading Fluency)
- Teach Spelling Skills (Improves Word Reading Skills)

III. INCREASE HOW MUCH STUDENTS WRITE. Students' reading comprehension is improved by having them increase how often they produce their own texts.

i.e.

Writing can be done during “content time” AND/OR content writing can be done during “writing time”. During reading stations students could read a science , SS, or Math, etc... text and respond utilizing a reading comprehension skill

http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdfThe Recommendations

Science

Note taking
Science notebooks
Research projects
Constructed response to science reading/tasks

Lessons that connect science, writing & reading are available on the RCSNAS (in the Science—ISI folder, there are grade level folders each contain a folder titled Genre Specific Science Writing)

**Social
Studies**

Note taking
Research projects
Constructed response to social studies reading/tasks

Math

Note taking
Math journals

- * Write about what you did in class.
- * What did you learn?
- * What are you unsure about, confused by, or wondering about?
- * Describe what was easy and what was difficult for you.
- * What steps did you take to solve the problem?
- * Why does _____ make sense?
- * Explain why _____ doesn't make sense.

Constructed response to math concepts

<http://www.mathwire.com/writing/writing1.html>

http://www-tc.pbs.org/teacherline/courses/rdla230/docs/session_1_burns.pdf

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Connect / Link (I do - engage students in lesson & activate prior knowledge)

Yesterday we were working on...

Today I am going to teach you...

This is important because...

Teach (I do - demonstrate the writing concept/skill/strategy)

Let me show you how I...

Hmmm... I'm thinking...

Do you see how I...

Active engagement (We do – have a go – assess and coach students as they apply the writing concept/skill/strategy)

Now you will try...

Active engagement (You do – conferring during independent writing) [See Page # 10]

While you are working on _____ you will...

Link (review and clarify key points, globalizing the utility from now to the future)

Today and every day when you write you can...

Share (teaching or re-teaching)

[See page # 11]

Understanding that schedules are tight and time set aside for writing instruction is limited to 30 min for many classrooms this model should be used flexibly. Some lessons may take more than a day. Some lessons may consist of more “we do” while others may contain more “you do”. The intent is to have students actively engaged in writing regularly.

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Launching

The purpose of launching is to teach specific expectations and procedures that will establish good work habits during writing. During the launching phase there will be a mix of procedure lesson and writing skills/strategies lessons.

Routines need to be explicitly taught (and retaught throughout the year as needed) to establish independent writers. Some routines you will need to establish are

- where materials will be and how to use them
 - ◊ folders for housing work in progress, works completed
 - ◊ writing tools that are to be used (and those to not be used) and how to maintain them
 - ◊ where and how to get paper
 - ◊ how to use the word wall and other supportive resources in the room
- where to sit and how to move from space to space
- how to use ALL of writing time on writing (getting started, when you think you are finished)
- noise level in the room
- how to get help or support when the teacher is conferring with other students
- when and how to work with other students
- how to participate in a conference
- developing topics
- create writers notebook
- spelling expectations
- establish expectations writing, build anchor charts, build/learn rubrics or continuum

Specific launching lessons can be found numerous places including but not limited to Lucy Calkins' Launching book (book 1 of the original units of study), Ralph Fletcher's Teaching Qualities of Writing, and Smekens' Launching the Writing Workshop.

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Prewriting - Children brainstorm to generate ideas for writing. They use charts, story webs, and graphic organizers to help develop a word list for writing, decide the type of writing, and audience, and determine the purpose for writing.

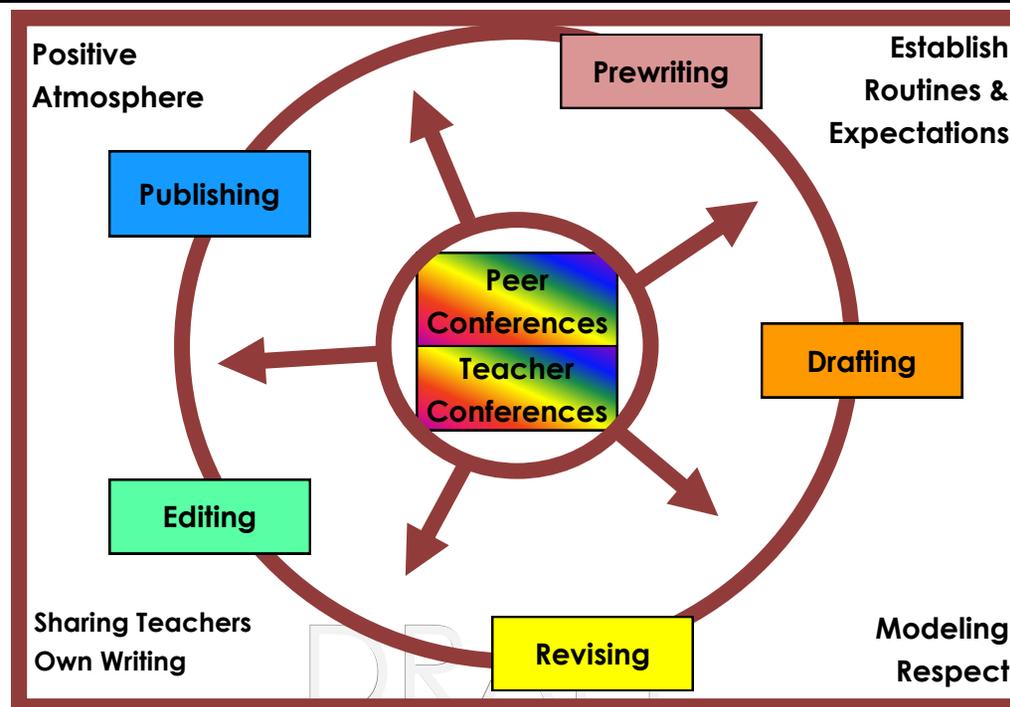
Drafting - Children put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a sloppy copy or rough draft. The purpose of the rough draft is for the student to focus on his/her ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure.

Revising - The children use the suggestions from classmates to make additions or clarify details. Children try to improve their writing on their own. The teacher steps in at this stage and gives feedback.

Editing - Children work with the teacher and/or peers to correct all mistakes in grammar and spelling.

Final Draft - Children produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point

Publishing - The writing process is finally at its end. Children publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate. They may share their pieces with the class during story time, make a class book or a personal portfolio, or send their work to local newspapers or children's magazines for publication!



Conferring is a **CONVERSATION** around a writer and their writing with the goal of help the student become a better writer.

“Writers must leave the conference wanting to write” Donald Graves

“The writer’s energy should go up, not down” Lucy Calkins

Architecture of a Conference (Lucy Calkins)			
Research	Observe and interview to understand what the child is trying to do as a writer. Probe to glean more about the child’s intentions.		
Decide	Weigh whether you want to accept or alter the child’s current plans and process. Decide what you want to teach and how you will teach it.		
Teach	Help the child get started doing what you hope he or she will do. Intervene to lift the level of what the child is doing		
	Demonstrate	Guided Practice	Explicitly tell and show an example
Link	Name what the child has done as a writer and remind the child to do this often in the future		

4 Kinds of Conferences	
Content	Elicit richer, more detailed, elaborate & well devel-
Expectations	Teaching how writing workshop goes <ul style="list-style-type: none"> • What we do with writing time • What does writing mean • What is the students role in conferences
Process	Teaching HOW to ...
Goals	Teaching to use a technique, strategy, process for
Conferences may be one kind or another however often become hybrids of two.	

Teachers Role	Students Role
Go to the students (don’t sit at your desk/table and call students to you)	Talk about their writing.
LISTEN	Identify what they are working on as a writer
Supports students self evaluation (of strength & needs), goals setting and monitoring	Identify strengths
Go into the conference prepared (with conference records, mentor text available, etc...)	Set and monitor goals
Share stories of Authors	Ask questions
Ask questions	

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Type	Purpose	What happens	Who
Simple Response share	Provide ideas and feedback	Share what they are currently working on	NOT as a whole group Partner or small groups (pre-arranged and ongoing, helps)
Survey share	offer a wide variety of responses	"everyone find (focus) ..."	QUICK responses from everyone
Focused share	share, borrow ways students use the lesson(s)	Share Frame or Receive feedback	Small groups or partners May close out with whole group discussion or independent writing
Student as Teacher share	highlight the very smart things students are doing that you want the rest of the class to do	Student and teacher talk about "the smart thing" that often comes from the lessons Follow up by watching for others to "copy" the process, strategy, etc... and celebrating	One or two students pre-selected (during conferences or other observations)

Roles of...		
Students		Teacher
Listener	Speaker	Observe students before share
Understand what was written and said	Come prepared	Set up the share session
		Observe students during and after share (to plan responses, future conferences, minilessons, shares, etc...)
		Respond immediately to what students say (in a way that benefits ALL)
Get and give ideas	Welcome ideas	Reinforce, Provide Examples, & Demonstrate
		Bring More Voices into the conversation
		Ensure that share is a positive experience for everyone

Focus of share session			
Content	Craft	Process	Progress
Wonder about the focus of the piece? Wondering about confusing parts? Wondering about missing parts? Wondering about the audience or the piece?	Exploring how students use craft to create an effect on the reader Word Craft—careful, deliberate word choice Structural Craft—organizational features Audible Craft—sound choices Visual Craft—print features	Helping become more independent Helping with stamina Helping with revision Helping with editing	Celebrations of... accomplishing goals

Indiana State – ISTEP+ Rubrics		Six+1 Traits	Pearson Genre Specific Rubrics
Writing Applications Rubric	Ideas & Content On topic Avoid rambling / repeating Depth with supporting details Many facets	Ideas	Purpose/Focus Development of Evidence
	Organization Follow clear sequence Logical progression	Organization	Organization
	Style Word usage (word choice) Fluent and easy to read (sentence fluency) Sense of audience , perspective (voice)	Voice Word Choice Sentence Fluency	Language & Vocabulary
Language Convention Rubric	Capitalization (beginning of sent., proper nouns) Ending punctuation Subject verb agreement? Spelling grade-level Sentences (run-ons, fragments)	Conventions	Conventions
	N/A	Presentation	

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Through the year students will be writing for many purposes in different settings, as shown on page 3. Therefore writing assessment can come from many kinds of writing completed for different purposes.

Formative

Students will produce several pieces or portions of pieces throughout the unit that provide you with evidence of standards

Checks for understanding within the "we do" and "you do" portions of instruction

Scoring pieces for the skill(s) have been taught

Standards based check lists

Student goal setting and monitoring those goals

Summative

By the end of the unit each student should have produced at least one piece in which little guidance has been given (to reflect the students ability). These could be assessed with

- genre specific rubrics (see grade level guidance documents),
- Six+1 Traits rubrics,
- Simple Six rubrics
- RCS Writing Continuum Checklist
- Standards based check lists

RCS Writing Prompts

2 times a year writing data will be submitted to central office. You will use the appropriate RCS prompt and the RCS writing continuum checklist to determine the number (%) of students who demonstrated (on the prompt) on or above grade level writing qualities.

Twice a year you will ...

administer the *RCS Writing Prompts*

score them with the *RCS Writing Continuum Checklist* (along side the Academic Writing Standards Continuum K-5)

Record level for each student on the *Class Grid* for the appropriate grade and time of year

submit a copy of the completed *Class Grid* to the instructional coach

Help students track their level on the *Writing Continuum Data Chart K-4*

RCS Writing Assessments - "Prompts"			
time frames (specific testing windows will be on the assessment calendar)			
	BOY	MOY	EOY
Kdg		Required	Required
1	Required		Required
2	Required		Required
3	Required	Required	
4	Required	Required	

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Level 1: Emerging

- Uncontrolled or unidentifiable scribbling

Level 2: Pictorial

- Imitates writing, but writes in scribbles
- Draws a somewhat recognizable picture
- Is able to talk about drawing, but story may not be consistent

Level 3: Pre-Communicative

- Communicates consistent messages using pictures
- Writes letter-like forms, letters, and/or random letter strings to convey a message; may be randomly placed on page
- Attempts to read message
- Writes own name or occasional known word

Level 4: Semi-Phonetic (Kindergarten MOY)

- Writes one or more letters to label and represent words; writes strings of letters
- Writes from left to right and top to bottom; may reverse some letters
- Correctly uses some letters to match sounds
- Spells some high frequency words correctly—words displayed in classroom
- Writes at least one sentence
- May use written letters/words to help tell the story, although may not correlate to words/thoughts

Level 5: Phonetic (Kindergarten EOY/1st BOY)

- Uses both upper and lower case, with correct shaping & spacing, may reverse some letters
- Writes from left to right and top to bottom
- Uses words and pictures to convey message
- Uses logical phonetic spelling; most sounds in words represented
- Includes some vowels, but often not correct
- Spells some high frequency words correctly
- Correctly uses singular and plural nouns and verbs
- Writes three or more sentences on a related topic or theme
- Capitalizes first word of sentence and pronoun I
- Child can read the writing, but others may be unable to read

Level 6: Early Transitional (1st MOY)

- Includes all of the previous level:
- Uses logical phonetic spelling including vowels in most syllables, but some may not be correct
- Capitalizes beginning word in sentence, names, and the pronoun "I"
- Correctly uses periods and question marks
- Uses appropriate subject/verb agreement in most situations
- Evidence of planning to support the writing (graphic organizer or picture—emphasis might be on the picture)
- Writes three or more sentences of 3-4 words on a related topic or theme
- Attempts to use interesting/descriptive words to add voice to the piece
- Attempts at revision or editing is apparent
- Writing is easily readable

Level 7: Transitional (1st EOY/2nd BOY)

- Includes all of the previous level:
- Spells unknown words phonetically, meets grade level standards for spelling
- Accurately capitalizes first word in sentence, pronoun "I", names of people & pets, and months
- Accurately uses periods, question marks, exclamation marks, and commas in a series and dates
- Writes sentences that meet grade level Language Arts standards
- Uses interesting/descriptive words to add voice to the piece
- Evidence of planning supports the writing (graphic organizer or picture)
- Writes an organized 5 sentence paragraph on a related topic or theme
- Uses varied sentence structure, but some run-on sentences and sentence fragments exist
- Evidence of revision or editing is apparent

Level 8: Early Conventional (2nd EOY/3rd BOY)

- Includes all of the previous level:
- Correctly spells words according to grade level standards
- Accurately capitalizes grade level standard expectations
- Accurately uses grade level punctuation
- Writes complete simple & compound sentences
- Writing includes some grade level standard specific parts of speech
- Writing includes interesting or descriptive words that add voice
- Writing gets to the second page
- Overall piece is on topic and demonstrates organization that suits the genre
- Demonstrates use of planning (graphic organizer) and revision

Level 9: Conventional (3rd MOY - 4th BOY) *Includes all of the previous level:*

- Writes legibly in print or cursive, leaving spaces between letters, sentences, & edges of the paper
- Correctly spells words based on grade level standards
- Correctly uses punctuation based on grade level standards
- Correctly capitalizes words based on grade level standards
- Writes simple, compound, and complex sentences
- Writing includes some grade level standard specific parts of speech
- Writing fills two pages and begins a third page
- Uses word choice to enhance writing and add voice to the piece
- Overall piece demonstrates organization that suits the genre and fully develops the topic
- Demonstrates use of planning (graphic organizer) and revision

Level 10: Early Experienced (4th MOY/EOY) *Includes all of the previous level:*

- Correctly spells words based on grade level standards
- Correctly uses punctuation based on grade level standards
- Correctly capitalizes words based on grade level standards
- Writes simple, compound, and complex sentences
- Writing includes some grade level standard specific parts of speech
- Writing includes interesting vocabulary specific to topic that adds voice to the piece
- Writing fills three pages and begins a fourth page
- Overall piece demonstrates organization that suits the genre and fully develops the topic
- Clearly written for specific purpose or audience
- Demonstrates use of planning (graphic organizer) and revision

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Academic Writing Standards Continuum K - 5

	Pre-K	K	1st	2nd
W.1: WRITING - write effectively for a variety of tasks, purposes, & audiences	<input type="checkbox"/> 6.7 Draw pictures and scribble to express ideas. <input type="checkbox"/> 6.12 Use known letters or approximations to represent written language.	Write for <input type="checkbox"/> specific purposes <input type="checkbox"/> different audiences	<input type="checkbox"/> Write routinely Write for a variety of purposes <input type="checkbox"/> purposes <input type="checkbox"/> audiences	<input type="checkbox"/> Write routinely <input type="checkbox"/> Write for a variety of tasks, purposes, and audiences <input type="checkbox"/> Write in response to literature and nonfiction texts.
W.2: HANDWRITING - Demonstrate the ability to write legibly	<input type="checkbox"/> 6.10 Write from left to right. <input type="checkbox"/> 6.14 Combine strokes and shapes to represent letters. <input type="checkbox"/> 6.18 Write letters in strings.	<input type="checkbox"/> most uppercase letters <input type="checkbox"/> most lowercase letters <input type="checkbox"/> correct shaping <input type="checkbox"/> correct spacing (letters & words)	<input type="checkbox"/> all uppercase letters <input type="checkbox"/> all lowercase letters <input type="checkbox"/> space letters, words, & sentences appropriately.	<input type="checkbox"/> Form letters correctly <input type="checkbox"/> space words and sentences properly
W.3: WRITING GENRES - Develop writing skills by writing for different purposes and to specific audiences or people		Persuasive - <input type="checkbox"/> Use words or pictures to give logical reasons Informative - Use words/pictures to - <input type="checkbox"/> develop a main idea <input type="checkbox"/> give information about topic Narrative - Use words/pictures to - <input type="checkbox"/> tell about a single event or story <input type="checkbox"/> arrange ideas in order	Persuasive - <input type="checkbox"/> logically connected sentences <input type="checkbox"/> propose to particular audience <input type="checkbox"/> give reasons why Informative - <input type="checkbox"/> topic sentence or main idea <input type="checkbox"/> facts or details <input type="checkbox"/> concluding statement Narrative - <input type="checkbox"/> develop topics (stories & poems) <input type="checkbox"/> describe characters & actions <input type="checkbox"/> temporal words for event order <input type="checkbox"/> organized B, M, and E	Persuasive - <input type="checkbox"/> logically connected paragraph(s) <input type="checkbox"/> introduction gives opinion <input type="checkbox"/> multiple reasons why <input type="checkbox"/> concluding statement/section Informative - <input type="checkbox"/> paragraph(s) on a topic <input type="checkbox"/> facts and details <input type="checkbox"/> concluding statement Narrative - <input type="checkbox"/> develop topics (letters, stories, poems, etc.) <input type="checkbox"/> include a beginning <input type="checkbox"/> temporal words for event order <input type="checkbox"/> details describe actions, thoughts, & feelings <input type="checkbox"/> provide an ending
W.4: THE WRITING PROCESS - Produce coherent and legible documents by planning, drafting, revising, editing, & collaborating with others		<input type="checkbox"/> revise writing by adding details <input type="checkbox"/> edit for format & conventions <input type="checkbox"/> use technology to produce & publish	<input type="checkbox"/> develop, choose, & organize ideas <input type="checkbox"/> topics relevant to purpose & genre <input type="checkbox"/> revise to add details <input type="checkbox"/> edit for format & conventions <input type="checkbox"/> provide feedback to other writers <input type="checkbox"/> use technology to publish	<input type="checkbox"/> generate a draft <input type="checkbox"/> topics relevant to purpose & genre <input type="checkbox"/> revise to add details (organization, sentence structure, word choice) <input type="checkbox"/> edit for format & conventions <input type="checkbox"/> provide feedback to other writers <input type="checkbox"/> use technology to publish
W.5: RESEARCH PROCESS - Build knowledge about the research and the topic under study by conducting short research		<input type="checkbox"/> learn about a topic using sources <input type="checkbox"/> ID relevant sources (pictures, charts, texts, people, experiences, etc.)	<input type="checkbox"/> research a topic <input type="checkbox"/> ID several sources of information <input type="checkbox"/> cite the sources <input type="checkbox"/> organize information using graphic organizers <input type="checkbox"/> make informal presentations	<input type="checkbox"/> research a topic of interest <input type="checkbox"/> ID various visual & text sources <input type="checkbox"/> organize, summarize, & present information <input type="checkbox"/> Use a variety of formats
W.6: CONVENTIONS OF STANDARD ENGLISH - Demonstrate command of the conventions of standard English	<input type="checkbox"/> 6.19 Write using phonetically spelled words. <input type="checkbox"/> 6.20 Use different combinations of letters to achieve sounds.	<input type="checkbox"/> write sentences with singular & plural nouns <input type="checkbox"/> include verbs <input type="checkbox"/> different kinds of sentences Capitalization <input type="checkbox"/> first word in a sentence <input type="checkbox"/> pronoun I Punctuation <input type="checkbox"/> recognize end punctuation <input type="checkbox"/> name end punctuation Spelling <input type="checkbox"/> spell words phonetically	<input type="checkbox"/> Write complete sentences (4 kinds) in response to prompts that use - Parts of Speech <input type="checkbox"/> common & proper nouns <input type="checkbox"/> personal pronouns <input type="checkbox"/> past, present, & future verbs Capitalization <input type="checkbox"/> first word in a sentence & pronoun I <input type="checkbox"/> dates <input type="checkbox"/> names of people Punctuation - correctly use - <input type="checkbox"/> periods, question marks, & exclamation marks <input type="checkbox"/> commas in dates <input type="checkbox"/> commas in a series Spelling <input type="checkbox"/> spell unknown words phonetically <input type="checkbox"/> use common spelling patterns <input type="checkbox"/> spell irregular, high-frequency words	<input type="checkbox"/> Write complete simple & compound sentences (4 types) that include - Parts of Speech <input type="checkbox"/> possessive & collective nouns <input type="checkbox"/> irregular plural nouns <input type="checkbox"/> personal & possessive pronouns <input type="checkbox"/> irregular past tense verbs <input type="checkbox"/> action & linking verbs <input type="checkbox"/> adjectives & adverbs Capitalization <input type="checkbox"/> greetings <input type="checkbox"/> months & days of the week <input type="checkbox"/> titles & initials <input type="checkbox"/> proper nouns including holidays & geographic names Punctuation - correctly use - <input type="checkbox"/> all end punctuation <input type="checkbox"/> apostrophes in contraction <input type="checkbox"/> apostrophes in possessives <input type="checkbox"/> commas in dates & in a series <input type="checkbox"/> commas in greetings & closings of letters Spelling - correctly spell words with - <input type="checkbox"/> short & long vowel sounds <input type="checkbox"/> r-controlled vowels <input type="checkbox"/> consonant blends <input type="checkbox"/> spelling patterns <input type="checkbox"/> irregular high-frequency words

Academic Writing Standards Continuum K - 5

	3rd	4th	5th
W.1: WRITING	<input type="checkbox"/> Write routinely over a variety of time frames <input type="checkbox"/> Write for a range of discipline-specific tasks, purposes, and audiences <input type="checkbox"/> Write in response to literature & nonfiction texts.	<input type="checkbox"/> Write routinely over a variety of time frames <input type="checkbox"/> Write for a range of discipline-specific tasks, purposes, and audiences <input type="checkbox"/> reflect & write in response to literature and nonfiction texts.	<input type="checkbox"/> Write routinely over a variety of time frames <input type="checkbox"/> Write for a range of discipline-specific tasks, purposes, and audiences <input type="checkbox"/> reflect & write in response to literature & nonfiction texts.
W.2: HANDWRITING	<input type="checkbox"/> Write legibly in print or cursive. <input type="checkbox"/> Leaving space between letters, words, sentences, and edges of the paper.	<input type="checkbox"/> Write legibly in print or cursive.	<input type="checkbox"/> Build on a copy previous concepts
W.3: WRITING GENRES	Persuasive - Write compositions in a variety of forms that - <input type="checkbox"/> state an opinion in intro, statement or section <input type="checkbox"/> support opinion with organized reasons <input type="checkbox"/> connect opinion & readings with words & phrases <input type="checkbox"/> include a concluding statement or section Informative - Write compositions on a variety of topics that - <input type="checkbox"/> state the topic <input type="checkbox"/> develop a main idea in an intro, paragraph <input type="checkbox"/> group related information together <input type="checkbox"/> develop topic with facts & details <input type="checkbox"/> connect ideas using words & phrases <input type="checkbox"/> use text features when useful <input type="checkbox"/> include a concluding statement or section Narrative - Write compositions in a variety of forms that - <input type="checkbox"/> establish an introduction (char., situation) <input type="checkbox"/> include descriptive details <input type="checkbox"/> include clear event sequences <input type="checkbox"/> include dialogue <input type="checkbox"/> connect ideas and events using introduction & transition words <input type="checkbox"/> provide an ending	Persuasive - Write compositions in a variety of forms that - <input type="checkbox"/> state an opinion in intro, statement or section <input type="checkbox"/> address a particular audience <input type="checkbox"/> support opinion with facts & details from sources <input type="checkbox"/> group related ideas that support purpose <input type="checkbox"/> connect opinion & reasons with words & phrases <input type="checkbox"/> include a concluding statement or section Informative - Write compositions on a variety of topics that - <input type="checkbox"/> develop a main idea in an introductory paragraph <input type="checkbox"/> has supporting paragraphs with topic & summary sent. <input type="checkbox"/> provide facts, details, & examples from sources to support ideas <input type="checkbox"/> connect ideas with words & phrases <input type="checkbox"/> use text features when useful <input type="checkbox"/> use language & vocab. appropriate to audience & topic <input type="checkbox"/> include a concluding statement or section Narrative - Write compositions in a variety of forms that - <input type="checkbox"/> establish a descriptive introduction <input type="checkbox"/> organize events naturally with meaningful paragraphs <input type="checkbox"/> transitional words & phrases <input type="checkbox"/> use dialogue & description to reveal characters' traits, feelings, & responses <input type="checkbox"/> use sensory details <input type="checkbox"/> provide an ending that follows events	Persuasive - Write compositions in a variety of forms that - <input type="checkbox"/> present a position in introductory statement to an identified audience <input type="checkbox"/> support position with qualitative & quantitative facts & details from various sources <input type="checkbox"/> Use language appropriate to audience <input type="checkbox"/> Connect reasons with words, phrases, & clauses <input type="checkbox"/> Include a concluding statement or section Informative - Write compositions on a variety of topics that - <input type="checkbox"/> Intro, a topic w/ organized sentences & paragraphs <input type="checkbox"/> include sufficient facts, examples, quotations, from various sources to support topics <input type="checkbox"/> connect ideas with transition words <input type="checkbox"/> use text features & multimedia when useful <input type="checkbox"/> use language, vocabulary, & sentence variety for mng., effect, tone, & formality appropriate to audience <input type="checkbox"/> Include a concluding statement or section Narrative - Write compositions in a variety of forms that - <input type="checkbox"/> develop the exposition <input type="checkbox"/> develop an event sequence connecting ideas with transition words <input type="checkbox"/> use dialogue, description, & pacing to develop events & show character responses to situations <input type="checkbox"/> use expressive vocabulary & figurative language <input type="checkbox"/> provide an ending that follows from events
W.4: THE WRITING PROCESS	<input type="checkbox"/> generate a draft <input type="checkbox"/> topics relevant to purpose & genre <input type="checkbox"/> revise to add details (organization, sentence structure, word choice) <input type="checkbox"/> edit for format & conventions <input type="checkbox"/> provide feedback to other writers <input type="checkbox"/> use technology to collaborate and to publish	<input type="checkbox"/> generate a draft <input type="checkbox"/> topics relevant to purpose & genre <input type="checkbox"/> revise to improve writing (ideas, organization, sentence fluency, & word choice) <input type="checkbox"/> edit for format & conventions <input type="checkbox"/> use technology to collaborate with others to publish	<input type="checkbox"/> generate a draft by developing & organizing ideas <input type="checkbox"/> topics relevant to purpose & genre <input type="checkbox"/> revise to improve writing (ideas, org., sentence fluency, & word choice) <input type="checkbox"/> edit writing for format & conventions <input type="checkbox"/> use technology to collaborate with others to publish
W.5: RESEARCH PROCESS	<input type="checkbox"/> identify a topic or question of interest <input type="checkbox"/> locate info. in reference texts, electronic resources, or interviews <input type="checkbox"/> recognize reliability of sources <input type="checkbox"/> record relevant info. in own words <input type="checkbox"/> present info. in a variety of formats	<input type="checkbox"/> ID a specific question to address <input type="checkbox"/> use print & digital sources to locate information <input type="checkbox"/> determine reliability of sources <input type="checkbox"/> summarize & organize information in own words <input type="checkbox"/> give credit to sources <input type="checkbox"/> present research in a variety of formats	<input type="checkbox"/> formulate a research question <input type="checkbox"/> identify & acquire info. via primary & secondary sources <input type="checkbox"/> summarize & paraphrase & use quotations citing sources <input type="checkbox"/> avoid plagiarism & follow copyright rules for use of images, pictures, etc. <input type="checkbox"/> present research choosing from a variety of sources
W.6: CONVENTIONS OF STANDARD ENGLISH	<input type="checkbox"/> Write complete simple, compound, & complex sentences (4 types) that include - Parts of Speech <input type="checkbox"/> abstract nouns <input type="checkbox"/> regular & irregular verbs & tenses <input type="checkbox"/> comparative & superlative adjectives <input type="checkbox"/> adverbs* (*explain function) <input type="checkbox"/> use coordinating & subordinating conjunctions Capitalization - capitalize - <input type="checkbox"/> titles, historical periods, company/product names <input type="checkbox"/> special events Punctuation - correctly use - <input type="checkbox"/> apostrophes in contractions <input type="checkbox"/> apostrophes in singular & plural possessives <input type="checkbox"/> quotation marks for direct speech <input type="checkbox"/> commas in locations & addresses <input type="checkbox"/> commas to mark direct speech <input type="checkbox"/> commas for coordinating adjectives Spelling - correctly spell words with - <input type="checkbox"/> high-frequency & studied words <input type="checkbox"/> added affixes to base words <input type="checkbox"/> word families <input type="checkbox"/> word parts & syllable patterns <input type="checkbox"/> homophones & homographs	<input type="checkbox"/> Write complete simple, compound, & complex sentences (4 types) that include - Parts of Speech <input type="checkbox"/> relative & reflexive pronouns <input type="checkbox"/> progressive verb tenses <input type="checkbox"/> appropriate shifts in verb tense <input type="checkbox"/> modal auxiliaries (can, may, must) <input type="checkbox"/> relative adverbs (where, when) <input type="checkbox"/> prepositions <input type="checkbox"/> coordinating & subordinating conjunctions Capitalization - capitalize - <input type="checkbox"/> names of magazines, newspapers, & organizations <input type="checkbox"/> words of art & musical compositions <input type="checkbox"/> 1st word in quotations Punctuation - correctly use - <input type="checkbox"/> apostrophes in possessives & contractions <input type="checkbox"/> quotation marks & commas in direct speech <input type="checkbox"/> comma before coordinating conjunction in compound sentences Spelling - correctly spell words with - <input type="checkbox"/> word families, syllable patterns <input type="checkbox"/> ending rules, word parts <input type="checkbox"/> homophones & homographs <input type="checkbox"/> single- & multi-syllable words	<input type="checkbox"/> Write simple, compound, & complex sentences (4 types) that expand on previous study of nouns, pronouns, adjectives, & adverbs & focus on - Parts of Speech <input type="checkbox"/> perfect tense verbs <input type="checkbox"/> commonly misused verbs (let/lay, sit/set, rise/raise) <input type="checkbox"/> prepositional phrases <input type="checkbox"/> correlative conjunctions Capitalization - capitalize - <input type="checkbox"/> apply correct usage of capitalization Punctuation - correctly use - <input type="checkbox"/> apostrophes & quotation marks <input type="checkbox"/> commas for appositives & to set off yes/no, direct address, etc. Spelling - correctly spell words with - <input type="checkbox"/> apply correct spelling patterns & generalizations

- The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts) by Katie Wood Ray and Lester L. Laminack
- What a Writer Needs, Second Edition by Ralph Fletcher
- Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray
- Pyrotechnics on the Page: Playful Craft That Sparks Writing by Ralph Fletcher
- Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray
- Craft Lessons Second Edition by Ralph Fletcher and JoAnn Portalupi
- What You Know by Heart: How to Develop Curriculum for Your Writing Workshop by Katie Wood Ray
- Nonfiction Craft Lessons: Teaching Information Writing K-8 by JoAnn Portalupi and Ralph Fletcher
- About the Authors: Writing Workshop with Our Youngest Writers by Katie Wood Ray and Lisa B Cleveland
- Already Ready: Nurturing Writers in Preschool and Kindergarten by Katie Wood Ray and Matt Glover
- Becoming a Better Writer : Using The Simple 6 by Kay Davidson
- In Pictures and In Words: Teaching the Qualities of Good Writing Through Illustration Study by Katie Wood Ray
- Talking, Drawing, Writing: Lessons for Our Youngest Writers by Martha Horn and Mary Ellen Giacobbe
- The Art of Teaching Writing by Lucy McCormick Calkins
- One to One: The Art of Conferring with Young Writers by Lucy Calkins, Amanda Hartman and Zoe Ryder White
- Unit of Study for Primary Writing: A Year Long Curriculum by Lucy Calkins and Beth Neville
- Breathing In, Breathing Out: Keeping a Writer's Notebook by Ralph Fletcher
- A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher
- Notebook Know-How: Strategies for the Writer's Notebook by Aimee Buckner and Ralph Fletcher
- A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher
- Mentor Author, Mentor Texts: Short Texts, Craft Notes, and Practical Classroom Uses by Ralph Fletcher
- Teaching the Qualities of Writing: Getting Started with Teaching the Qualities of Writing, Grades 3-6 by Ralph Fletcher and Joann Portalupi
- Writing Workshop: The Essential Guide by Ralph Fletcher and Joann Portalupi
- Launching the Writer's Workshop: K-2 by Kristina Smekens & Linda Schmidt
- Launching the Writer's Workshop: 3-12 by Kristina Smekens & Maureen Scane

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